

The Implementation of Genre-based Approach in Teaching English at The second Year of Universitas Muhammadiyah Kalimantan Timur.

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ABSTRACT

The objectives of the study were: (1) Describe the procedures used by the teacher in teaching English based on Genre-based Approach; (2) Describe the types of the classroom activities using Genre-based Approach; (3) Describe the problems faced by the teacher and the solution in teaching English using Genre-based Approach.

The population of the research is the second year students of English department of UMKT in the academic year of 2018/2019. The samples were from one class. In taking the sample, total sampling approach was used.

The data in this research were information about the teaching strategies and difficulties faced by the teacher on teaching English based on GBA and also the difficulties faced by the students of second year at UMKT.

In collecting the data, it was taken from the sources by employing observation interview, and document. There were three main components of analyzed data, namely: (1) Reduction of Data; (2) Display the Data; (3) Interpreting.

The research finding of this study were: (1) The Procedure of Teaching English: By GBA, the teacher feels easier to deliver the material; (2) Classroom Activities: Based on the implementation of School-based Curriculum in teaching English, the teacher conducted several classroom activities that consist of four cycles, namely BKOF, MOT, JCOT, and ICOT; (3) Problem faced by Teacher: The problems are the student's difficulty in vocabulary and pronunciation, teacher's difficulty in manage the time. To solve this problem the teacher should give more attention to the students that less in capability rather than general students.

Keywords: Genre-based Approach, Reading, ESP Class

INTRODUCTION

In college, English is taught for several purposes. English not only can be taught as a second language, foreign language but also for specific purpose. From the early 1960's, English for specific purpose (ESP) has grown to become one of the most prominent areas of EFL teaching today. ESP has had a relatively long time to mature and so we would expect the ESP community to have a clear idea about what ESP means. Dudley Evans (1997: 15) defines that ESP has some absolute characteristics, as follows: (1) ESP is defined to meet specific needs of the learners; (2) ESP makes use of underlying methodology and activities of discipline it serves; (3) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. While according to (Johns et al., 1991: 298) the definition of ESP into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP. from those definitions, ESP should be seen simple as an 'approach' to teaching, or what Dudley Evans describes as an 'attitude of mind'.

This is a similar conclusion to that made by Hutchinson et al (1987: 19) who state, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”.

Genre-based Approach is a concept of text that should make the texts effectively on purpose, rhetorical structure and grammatical patterns. Genre-based approach also can help the students to response the situation that occurs. According to School-based Curriculum, Genre-based Approach used for teaching English has two cycles, namely spoken and written cycles. In oral cycle, it focuses on the students’ ability in produce the language orally (spoken). Whereas in written cycle focuses on the students’ ability in writing. The last product of students is about written product. Genre-based in writing cycle, is concerned with what learners do when they write. An understanding of the concept allow the teachers to identify the kind of text that students will have to write in their target occupational, academic or social contexts and to recognize their courses to meet these needs. The concept of genre enables teacher to look beyond content, composing process, and textual forms to see writing as attempt to communicate with readers-to better understand the ways that languages patterns are used to accomplish coherent, purposeful prose.

Each cycle consists of four stages. The first stage is Building Knowledge of Field (BKOF). The second stage is Modeling of Text (MOT) where the teacher gives the example of the text. Next stage is Joint Construction of Text (JOT). In this stage, teacher asks to the students to work together with their friend. The last stage is Individual Construction of Text (ICOT). In the last stage is the stage to measure the student’s ability.

Genre-based approach is the new approach applied in teaching English. Universitas Muhammadiyah Kalimantan Timur is included a private college in east Borneo. Nevertheless, the college has used the Genre-based Approach in teaching English. The teacher knows that her students have low motivation in comprehend the genre texts. Because of the reason, the writer wants to know how the procedures of teaching English using Genre-based Approach applied by the teacher at this school. In this research the writer makes a research entitled The Implementation of Genre-based Approach in Teaching English at The second Year of Universitas Muhammadiyah Kalimantan Timur.

METHODS

In collecting the data, it was taken from the sources by employing observation interview, and document. There are three main components of analyzed data, namely: (1)Reduction of Data; (2) Display the Data; (3) Interpreting.

The method is a means that is used to solve problem. There are some methods of collecting data. They are observation, interview, and document. In this case, the data are taken from the sources by employing observation interview, and document: (1) Observation: According to Sukardi (2006: 49) observation is the process of collecting information by direct observation. In this research the writer does the observation directly toward English teaching learning in the second year students of Universitas Muhammadiyah Kalimantan Timur. In this research, the writer acts as the passive observer. The writer does not interact with students as well as the teacher; (2) Interview: Moleong in Sukardi (2006: 53) states interview is conversation activity between interviewer and interviewee that has specific purposes. The writer collected the data by having conversation. The respondent is a teacher in the second year of Universitas Muhammadiyah Kalimantan Timur. The interview was done when the teacher had break time. During the interview process, the respondents were free to answer the question about the teaching strategies based on Genre-based Approach in the classroom and difficulties factor faced by the English teacher and the students in the teaching learning process. The writer prepared some questions for interview in order to get information related to the problem. The writer did the interview with some students. The writer gave some questions about the general important for teaching and learning English; (3) Documents: The documents are lesson plan RPP, field notes and anything that relate to the teaching English based on genre by the teacher.

FINDINGS AND DISCUSSION

The research findings were taken from the collecting of the data. The data are interview, observation, and document. The interview was done with the teacher. And the document is the written data, such syllabus, handbook, and student's worksheet. In the writers' observation this research consists of three points, namely procedure, classroom activities, and the problem faced by the teacher during the teaching of English using Genre based Approach, especially at Universitas Muhammadiyah Kalimantan Timur. After analyzing the procedures, classroom activities, and problem faced by the teacher during teaching of English using Genre-based Approach at Universitas Muhammadiyah Kalimantan Timur, the writer discusses the research finding. The Result of writers' observation are as follows:

1. The Procedure of Teaching English: In the teaching and learning process, classroom activity is a very important thing. Based on the writer's observation in the class, and interview with the head of nursing program, the writer finds that the teaching learning process in this school runs well. The classroom in this school is large. Every class in this school consists of 20-25 students in each class. The class is conducive. It means that the teacher can manage the

class. The students of this class are not good in English. The writer as the English teacher for them have to be patient to the students. She always tries to make her students easy to learn English. She uses the good procedure to teach her students until they understand well the lesson. The writer has implemented the theory of Genre-based Approach in Universitas Muhammadiyah Kalimantan Timur for teaching English in the classroom. By Genre-based Approach, the teacher feels easier to deliver the material to the students. According to Genre-based Approach the classroom procedure consists of four stages. The first is building knowledge of field. The secondly, modeling to the text where the teacher gives example of text to be discussed, then joint construction of the text where students make or do in the group work and the last stages, is about independent construction of the text. In this stage students make their written by their selves. But in Universitas Muhammadiyah Kalimantan Timur sometimes the teacher does not use all. She said that it is depends the time. If the time was enough and still long, she uses the joint construction. But, when the time is up, she exactly continues for independent construction after modeling of text. Based on the interview with the teacher, the writer finds that the teacher implements the four stages of genre, namely Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). But, not always all of the stages are used by the teacher in classroom procedure. According to the teacher genre is a type of text delivered to the students which involve four skills. Genre-based Approach gives some advantages to the students. For example, the students can differentiate about the kinds of genre, and the students can imagine their idea based on each kinds of genre. The writer concludes that the procedure done by the teacher consists of two patterns. The first pattern the teacher used all of steps genre, the steps namely BKOF, MOT, JCOT and ICOT. The second pattern is rather different from the first pattern. In this pattern the teacher does not use independent construction of the text.

2. Classroom Activities: Based on the implementation of School-based Curriculum in teaching English, the teacher must conduct several classroom activities that consist of four cycles, namely BKOF, MOT, JCOT, and ICOT. In teaching English, teacher at Universitas Muhammadiyah Kalimantan Timur. has some ways to deliver the material in each stage. Each stage has different activities that done by teacher. The different activities are done in order to students aren't bored during the teaching and learning process.

In BKOF, the teacher has a duty to accompany the students and gives explanation about the material that will be studied by revealing the students daily experience. In Modeling of Text (MOT), the teacher gives the same examples or models related to the

material. Here, the students just listen what the teacher say and try to understand it. In Joint Construction of Text (JCOT), the students try to conduct their knowledge and perform language activities in group. Then in Independent Construction of Text (ICOT), the students must create and perform their knowledge individually. The activities in this step are the same as the previous step but all the activities conducted individually not in group anymore. To know the Implementation of those cycles in the teaching English, the writer tries to describe it by conducting observation. Observation is suggested as way to gathering information the teaching of English. In this section, the writer describes some activities done by the teacher and the students during observation. The description of observation is explained as follows. By these activities, the teacher hopes that the students are active in the class. The activities would describe in every stages. Before the lesson begins, the teacher opens the lesson by saying “*assalamu’alaikum*” to the students. After that, she always checks the student who is absent that day. Then, she started the lesson with several activities. The teacher should try to make the students interested and fell enjoyed in the class. The teacher gives a kind of joke to their students who are bored, the teacher makes the students to be active and respond her. They answer what the teacher asks; they do what the teacher instructs to them.

3. Problems Faced by the Teacher: During the teaching and learning process, teacher has many roles in the teaching and learning process. Teacher’s management can decide the achievement of the teaching learning process. As we know that the teacher’s ability in teaching lesson to students can help the students’ understanding of the material that learned. Teacher is the manager in the classroom. She manages the situation and condition in the classroom in order to run well so it doesn’t disturb the process. Teacher also has role as motivator. In this case he must encourage the students’ consciousness about learning English so that students have good spirit in learning English. By having motivation they aren’t forced in learning English so that hey will feel enjoy and interesting. Teacher is instructor who gives instruction to the students during the learning process.

But to make interesting or good situation along the learning process is not easy. Good situation helps the teacher in delivering the material because good situation makes students enjoy and interests in receiving the lesson for teacher. But teacher also gets some difficulties to deliver the material. As the teacher states that “in the process of teaching and learning activities, of course the teachers and the students always encountered difficulties”.

CONCLUSION

After describing and analyzing the data, the writer draws conclusion based on the observation and the interview of the teaching English using Genre-based Approach at Universitas Muhammadiyah Kalimantan Timur. a descriptive qualitative research such as the procedure of the teaching English using Genre-based Approach, the classroom activities, and the problems that faced by the teacher during teaching learning process.

The teacher at Universitas Muhammadiyah Kalimantan Timur. uses the four stages of genre at the classroom procedure. It is suitable with the genre theory. The four stages used by the teacher are Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). But sometimes the teacher thrift the time, she only uses the three stage without joint construction. In each stage support the other stage.

There are kinds of activities in the classroom done by the teacher in each stage. The activities in Building Knowledge of the Field are asking questions and giving explanation. Giving the model of text is the activity in Modeling of the Text. In Joint Construction of the Text, the activity is making group in doing exercises. Giving task in the class and giving the homework to the students are the activities in Independent Construction of the Text. The purpose of all the activities is to make the students easier in learning English. It is enabling to the students in being active when learning English texts

During teaching learning process, the teacher faced many problems in the class. The problems that faced by the teacher are the students difficulty in vocabulary and pronunciation, difficult in managing the time, and the differentiation capability of the students. She has the solution to solve these problems. In each meeting, the teacher instructs them to always bring the dictionary to help them in understanding the meaning of the words that they do not understand the meaning. The teacher always guides them in making text. Beside it, the teacher always gives them a task to read the book and try to looking for the difficult words and give the meaning of the words. After that, memorize their vocabulary. To solve the second problem about difficult in managing the time, the teacher give modification in teaching procedure. The teacher does the teaching learning process without JCOT. To solve the third problem, it is about the different capability of the students, the teacher also has the solution. The solution is the teacher should given more attention to the students that less in capability rather than the general. She walks around the class to check, if there are some difficulties from them, the teacher will give the explanation once more and answer the question from them. The teacher must understand well about the capability of every student.

This research concludes that teacher in Universitas Muhammadiyah Kalimantan Timur. was implemented genre appropriate with the theory of Genre-based Approach. She done the four stages of Genre, they are BKO, MOT, JCOT, and ICOT. But the teacher seldom in using joining construction, she more emphasize in independent construction to thrift the time. Because, it is can evaluate the result of the text for the students one by one.

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